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A BRIEF
HISTORICAL SKETCH
AND
HAND BOOK
OF THE
Colorado School
FOR
THE DEAF
AND
THE BLIND.

From its inception to March 1st, 1893.

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Compiled by
John E. Ray, D. C. Dudley, and G. W. Veditz.

Printed at the Colorado School for the Deaf and the Blind,
Colorado Springs, Colorado.
1893.



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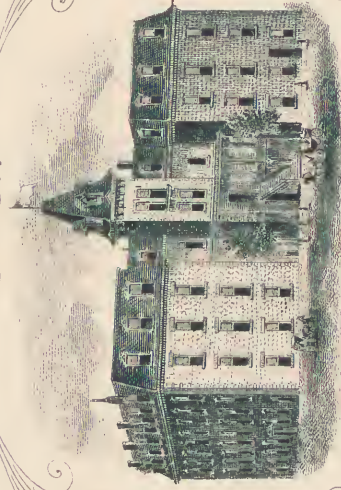
JOHN E. RAY, A. M.,

Superintendent.

Colorado School for the Deaf and the Blind.



SCHOOL BUILDING.



MAIN BUILDING.



GIRLS' HALL.

Colorado Springs, Colo.

BOARD OF TRUSTEES:

HON. DANIEL HAWKS, President, Greeley.
 HON. W. K. SINTON, Secretary, Colo. Springs.
 HON. FRANK FINEGAN, Colorado Springs.
 HON. JOSEPH A. DAVIS, Westcliffe.
 COL. HENRY BOWMAN, Idaho Springs.

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JOHN E. RAY, A. M.,.....Superintendent.

TEACHERS:

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| <p><i>Deaf Department.</i></p> <p>D. C. DUDLEY, A. M. G. W. VEDITZ, A. M. J. A. TILLINGHAST, A. M. E. C. CAMPBELL. MISS TILLIE GARMAN.</p> <p><i>Articulation.</i></p> <p>MISS MINNIE POWELL. MISS F. C. ST. CLAIR.</p> | <p><i>Blind Department.</i></p> <p>F. H. MANNING, A. M. MISS MARY P. WRIGHT. MISS JESSIE BAKER.</p> <p><i>Music Department.</i></p> <p>MISS MARIE E. CHURCHMAN.</p> <p><i>Kindergarten.</i></p> <p>MISS HARRIET REES.</p> |
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INDUSTRIAL DEPARTMENT:

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| <p><i>For the Deaf.</i></p> <p>H. M. HARBERT, Printing. SAMUEL GALE, Carpentry. MISS ANNA M. HARRINGTON. Needle-work and Fancy-work.</p> | <p><i>For the Blind.</i></p> <p>W. J. HERITAGE, Broom-shop, Mattress-shop and Cane-seating.</p> |
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DOMESTIC DEPARTMENT:

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| <p>MISS SARAH A. TILLINGHAST, Matron. W. A. McWHORTER, Boys' Supervisor. B. P. ANDERSON, M. D., Physician. J. W. TAYLOR, Engineer.</p> | <p>MRS. MARY F. MILLER, Girls' Supervisor. MISS ELEANOR CORNISH, Attendant. E. M. MARBOURG, M. D., Oculist. MRS. J. W. TAYLOR, Visitor's Attendant.</p> |
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| <p><i>Principals:</i></p> <p>JAMES P. RALSTIN,..... ROSWELL H. KINNEY,..... ROBERT P. MCGREGOR,..... PENDER W. DOWNING,..... SIMON T. WALKER,..... HUGH M. HARBERT, (Acting).. JOHN W. BLATTNER,..... DAVID C. DUDLEY, A. M.,.....</p> | <p><i>Terms of Office:</i></p> <p>April 8, 1874, to June, 1880. Sept. 1, 1880, to June, 1881. Sept. 1, 1881, to June 13, 1882. Sept. 12, 1882, to June 13, 1883. Aug. 13, 1883, to Nov. 13, 1883. Nov. 13, to Dec. 15, 1883. Dec. 15, 1883, to Nov. 18, 1884. Nov. 18, 1884, to April 1, 1885.</p> |
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| <p><i>Superintendents:</i></p> <p>JONATHAN R. KENNEDY,..... GEORGE FAILOR,..... MRS. ANNA O. WHITCOMB,....</p> | <p><i>Terms of Office:</i></p> <p>April 8, 1874, to Aug. 1883. Aug. 13, 1883, to Feb. 19, 1884. Feb. 26, 1884, to April 1, 1885.</p> |
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Under the New Law:

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| <p>DAVID C. DUDLEY, A. M.,..... JOHN E. RAY, A. M.,.....</p> | <p>April 1, 1885, to Dec. 15, 1887. December 15, 1887,.....</p> |
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A BRIEF HISTORICAL SKETCH
OF THE
COLORADO SCHOOL FOR THE DEAF AND
THE BLIND.

The Colorado School for the Deaf, to which was subsequently added a department for the blind, was organized in the territorial days of the Silver State, during the spring of 1874.

The founder of the school, Jonathan R. Kennedy, came to Colorado from Kansas in 1873, and located with his family in Denver. His interest in the deaf was peculiar, for besides having been for a long term of years steward of the Kansas School for the Deaf, at Olathe, Kansas, he had three children of his own afflicted with deafness. He was therefore in a position not only to realize the great need of a special school for the deaf, but also to bring a rich fund of experience and an intimate knowledge of the character and necessities of such a school into the field when it came to securing friends and convincing the sceptical that such a school could and should be established.

The first person whose sympathies he enlisted in the cause was Dr. Richard G. Buckingham, one of the most prominent citizens and a leading physician of Denver and a member of the Legislature. Hon. E. M. McCook, Governor of the Territory, was also won over, and the leading members of the Legislature, the tenth, then in session, were soon convinced of the humanity and practicability of the scheme, Mr. Kennedy exhibiting the attainments of

his own children who had had several years' instruction at the Kansas School, and the striking and painful contrast shown in the mental darkness and helplessness of two or three uneducated deaf children whom he also presented before the legislature. Under such favorable auspices the work was easy. Hardly a voice was heard in opposition when the bill creating the school under the title of the "Colorado Institute for the Education of Mutes," with an appropriation of five thousand dollars and authorizing a special tax of one-fifth of one mill to be levied annually for its support, came up for discussion.

The bill provided for a Board of Trustees to consist of seven members, and the following gentlemen were appointed by the Governor, and duly qualified as prescribed by law: Dr. R. G. Buckingham, of Denver, Matt France, J. S. Wolfe and A. Z. Sheldon, of Colorado Springs, Wilbur F. Stone, of Pueblo, James P. Maxwell, of Boulder, and Joseph A. Thatcher, of Central. The Board thus constituted, held a meeting on the 3rd of March, 1874, at which all were present but Messrs. Maxwell and Thatcher, and organized by electing Dr. Buckingham President, Mr. Sheldon Secretary, and Mr. Wolfe Treasurer. A set of by-laws and regulations for the new school was proposed and adopted, and Messrs. France, Wolfe and Sheldon appointed an Executive Committee. At a meeting of the Board on the following day, Mr. James P. Ralstin, a teacher of some experience in the Kansas School, was elected Principal, while for the positions of Steward and Matron the choice naturally fell upon Mr. J. R. Kennedy and his wife, Mrs. Mary E. Kennedy.

Colorado Springs had been fixed upon as the site for the new school, and at the first meeting of the Board the Colorado Springs Land Company submitted an offer to donate a tract of ten acres of land forming a gentle eminence just east of the city, provided the buildings for the school should be erected thereon. This generous offer was accepted. The

same company about ten years later added three acres to its original gift, and again, in 1888, a strip of about one and a half acres along Pike's Peak avenue. There is but one thing to be regretted in this connection, and that is that the School, during its earlier days, when available land was cheap and plentiful, did not increase its holdings by purchase or otherwise. As it is, this space of about fifteen acres is becoming from year to year more and more inadequate to the growing needs of the School, there being practically no proper play-ground for the children of either sex.

Meanwhile, and pending the erection of suitable buildings on the site thus acquired, a modest frame house on Cucharas street was secured, and here, on the 8th of April, 1874, almost exactly fifty-seven years after the founding of the first American School for the Deaf, that at Hartford, Conn., the school was formally opened. The building was burned down several years ago, and a two-story brick building used as a steam laundry occupies the site. Few on contemplating the present magnificent equipment of the School in buildings and appliances would dream that it sprang from such humble beginnings.

The little school during the first week of its existence numbered seven pupils, though in the course of the year six more were added. The first names entered on the records are those of M. S. Kennedy, E. A. Kennedy and O. H. J. Kennedy, children of the Steward; William and James Webb, of Central City; John C. Simmons of Golden, and Mary E. Walker of Nevada, Gilpin County. Here, then, and through these children the people of Colorado were to receive the first practical demonstration that deafness was by no means a synonym for imbecility, and that deaf children differed in no wise from hearing children save in the circumstance that having the usual channels of communication and knowledge closed to them, their minds had but slowly and imperfectly unfolded and that all that

was required to awaken their dormant powers was the application of proper methods by skilled and experienced hands.

The frame building on Cucharas street was occupied for nearly two years at a monthly rent of fifty dollars, but recognizing its total unfitness for the purposes of the School, and the necessity of taking steps to permanently secure the land donated by the Colorado Springs Company, the Board at a meeting held April 7th, 1875, empowered the Executive Committee to take steps toward the erection of a suitable building not to cost more than five thousand dollars, and instructed the committee to negotiate a loan of this amount. The main, or middle, structure of our present administration building was the outcome. It is of white sandstone, with red sandstone trimmings, and its plain but substantial structure gave the cue to the architecture of subsequent additions to our equipment in buildings, all with the exception of the boiler-house, main building annex, and hospital cottage being solidly built of stone.

The School was removed to its new quarters with appropriate ceremonies and rejoicings early in 1876, and was thus able to hail the Centennial of the Republic and the admission of Colorado to the sisterhood of states securely housed and well-equipped.

In 1879 the Legislature made a special appropriation of \$5,500 for the erection of the south wing of the administration building and two years later another of \$20,000 for the north wing, furnaces and other needed improvements. In 1883 a laundry and a barn built of stone were added to the list of buildings. In 1889 the Legislature appropriated \$80,000 for a new school building, boiler house and annex to the main building. The Eighth Legislature recognizing the pressing need for increased room voted \$31,500 for a girls' hall, hospital cottage and other improvements all of which are now accomplished facts. An appropriation of \$25,000 was made by the last General Assembly for an industrial building

with the necessary power and machinery; a gymnasium; an electric light plant; a superintendent's cottage; a fully equipped bakery; necessary school appliances; books for the library and other additions and improvements demanded by the exigencies of the hour. The total value of the present buildings and grounds is \$195,894.

All the buildings are heated by steam and lighted by electricity throughout, and the most improved and advanced labor and time saving appliances and devices that characterize progressive institutions of the kind are employed.

As may be readily guessed, this growth in equipment and material resources was but the direct result of the internal expansion of the school in the number of pupils and teachers, the enrollment of the former increasing from thirteen during the first school year to ninety-six deaf and fifty-four blind during the session of 1891-92, while the register of officers and teachers grew from three during the first year to twenty-two at present. By far the greatest and most rapid development has been during the six years covering the administration of the present superintendent, Mr. J. E. Ray, and if the same rate of progress is maintained in the future, Colorado will have a school for the deaf and the blind unsurpassed in efficiency and resources either in this country or abroad. Both the State in its legislative functions, and the people in their willingness to extend moral support, manifest the most cordial disposition to grant the aid indispensable to this progress, and we trust the future historian of the School will have only an unbroken period of prosperity to chronicle.

Meanwhile the growing number of pupils, which had already increased to twenty, necessitated the employment of an assistant to the Principal in his school-room labors, and Mr. Oliver J. Kennedy, a son of the Steward, was appointed in January, 1875. Miss Nellie Blake was elected assistant matron at the same time. Industrial education in the School also dates from this period. Some of the boys had

in their possession a few old fonts of type and some generous friends having presented them with a small printing press, they amused themselves in printing from time to time a diminutive paper that, like its more ambitious kindred of a larger growth, endeavored to reflect the spirit of the times and of the sphere in which it moved. But this jest of an idle hour soon pointed the way to more earnest and profitable employment, and printing was made a regular trade with Mr. O. J. Kennedy as teacher. The first number of *The Index* was issued on the 31st of January, 1875, and the paper has been a regular feature of our school work until the present day, at the same time proving a potent factor in bringing the school and its methods and aims to the notice of the public throughout the state. Mr. Kennedy retained editorial charge of the paper and supervision of the office until December, 1878, when he was succeeded by Mr. H. M. Harbert in both capacities. Mr. Harbert continued as editor until October, 1888, when he was succeeded by Mr. G. W. Veditz, who retired in December, 1891, Mr. Harbert again assuming editorial control. Quite a number of boys who have graduated from the *Index* office and have long since come to man's estate, are making a living for themselves and families by this trade, and there is every indication that it will prove a like boon to many more in the future. Besides the *Index* and the maintenance of a well-equipped job department, various pamphlets and booklets have been issued from the office, the most ambitious of these being the report of the Proceedings of the Seventh Conference of Superintendents and Principals, held at the School in the summer of 1892, and which was issued on the 1st of June, 1893.

No further addition to the list of trades taught was made until November, 1883, when Mr. Fred Ege was employed to give instruction in wood-carving and joiner work. Mr. Ege remained in charge until the following June, and it was more than a year before a successor was appointed in the person of

Mr. Samuel Gale. Under Mr. Gale's efficient tuition several of the boys have developed into first-class mechanics, and some of the choicest specimens of cabinet and joiner work in the school are the product of their skill, notably the beautiful wood-work in the new school building.

Baking was added to the industrial curriculum in the fall of 1891. At first intended solely for the girls, it was at the beginning of the present session assigned to the boys, a class of six under the supervision of Miss Sarah Armstrong making all the bread, cakes and pastry consumed by our household.

These three trades, printing, carpentry, and baking, are at present the only ones taught the deaf boys, but the introduction of shoe-making and possibly harness-making is contemplated in the near future or as soon as sufficient accommodations in the shape of a separate industrial building are provided.

In the blind department there was the same slow but steady growth of manual instruction as in the deaf department. Chair-caning was begun in 1888, and two years later when the completion of the new school building afforded the requisite facilities, mattress-making and broom-making were introduced with Mr. J. W. Taylor as foreman. Messrs. F. T. Brown, and J. W. Heritage, the present instructor, have successively had charge of this department.

The girls had received some instruction in sewing, dressmaking and other feminine arts ever since the school was fairly under way, many becoming accomplished needlewomen with even such desultory training, but no regular teacher in this branch was employed until late in the seventies, when Miss H. Finney was engaged and with regular hours and definite tasks materially increased the efficiency of the department. Miss Finney continued in charge until 1883 when she was succeeded by Miss Mary Harbert, who after an efficient service of eight years gave place to the present instructor, Miss Kate Cree. A sewing class for the blind girls was started in 1890

by the then matron, Mrs. Anna Richards, and is still a regular feature of the department, supplemented by bead and fancy work.

As already mentioned the employment of an additional teacher was found necessary before the expiration of the first year of the School. Mr. Ralstin, and his assistant, Mr. Kennedy, formed the entire corps until December, 1878, when Mr. H. M. Harbert was engaged, Mr. Kennedy retiring at the close of the year. Mr. Ralstin resigned at the end of the session of 1880, Mr. R. H. Kinney, of Ohio, taking his place. Mr. Kinney remained but one year and was succeeded by Mr. R. P. McGregor, also of Ohio. Mr. McGregor's one year of service was marked by an attempt to introduce articulation and lip-reading, Miss Fannie L. Howells, also of Ohio, being engaged as instructor, but for various reasons not necessary to specify here, the attempt proved abortive.

Mr. Pender W. Downing, of Minnesota, was engaged as Principal at the opening of the session of 1882-83, with three assistant teachers, Mr. Harbert and Misses Emma Cox and Lizzie Kirkpatrick. This increase in the corps was necessitated by the enlarged attendance, the number of pupils enrolled during the term being forty-seven. Mr. Downing, like his immediate predecessors, was able to retain his office but one year. Mr. and Mrs. Kennedy, who had been respectively steward, or superintendent, and matron of the school since its inception also resigned their positions at the same time. As may be conjectured the frequent changes in the educational department were the result of continuous internal friction and clash of authority. The steward and matron having sole charge over the domestic department were naturally jealous of any real or fancied infringement of their prerogatives by the Principal, who in turn just as naturally resented any meddling on their part in his domain. The consequence was but another demonstration of the fact that dual government in schools for the deaf has been uniformly disastrous. Even with the most consummate tact on

both sides friction is unavoidable where either is disposed to guard its right, and this is still more true when, as ultimately became the case in our school, the house is openly divided against itself. Misunderstandings were frequent, and the result to the School was deplorable. Its interests were driven from pillar to post, and cliques were formed not only among the officers but even among the pupils. In fact some of the effects of this early system of divided authority are occasionally painfully apparent even at this late day.

The vacancies caused by the retirement of Mr. and Mrs. Kennedy and Mr. Downing were filled by the appointment in August, 1883, of Mr. and Mrs. Geo. Failor, of Colorado Springs, as superintendent and matron respectively, and Mr. S. Tefft Walker, of Illinois, as principal. The Board, then consisting of Messrs. R. G. Buckingham, President, C. H. White, Secretary, and Jas. Correy, Treasurer, recognizing that the previous troubles of the school lay in the lack of harmony between the domestic and educational departments, tried to adjust these difficulties by demanding an agreement to certain conditions calculated to remove friction, and reserving for itself the supreme authority in both departments. The result was worse even than before, Mr. Walker resigning his position in November—barely three months after he had identified himself with the School, and Mr. Failor retiring in the following February, with the charge of firing a pistol at one of the boys with intent to kill hanging over his head.

These unfortunate incidents brought the School into such unsavory odor not only in the state but also elsewhere that it became extremely difficult to fill the vacancies. Mr. J. W. Blattner, a wide-awake and energetic young teacher from the Iowa School was finally secured to take Mr. Walker's place, Mr. Harbert having acted as principal during the interregnum. The position of superintendent was perforce left vacant, no suitable person offering himself, but Mrs. Anna O. Whitcomb, who had been engaged as

teacher of articulation at the opening of the session was appointed matron, and eventually discharged the duties not only of this position but also of that of steward to the entire satisfaction of the Board.

Mr. Walker's brief administration was marked by the opening of the blind department. The General Assembly had passed a law as early as 1877 admitting the blind to the School. The mistake lay not in making provision for their education, but in not providing a separate school for their benefit, for except in being deprived of one of the senses and requiring special methods of instruction, the two classes, the blind and the deaf, have nothing in common. The means employed for their instruction are wholly dissimilar, separate classes and teachers are required for each, and their individual sympathies are as different as the senses of sight and sound or the arts of painting and music. The only advantage is some measure of economy in general expenses and this advantage was had in view when the co-education of the two classes was decided upon by legislative enactment. At the same time the title of the School was changed to the "Colorado Institute for Mute and Blind." Though thus throwing open the doors of the School to the blind children of the state, the Assembly failed to make provision for the increased expense necessarily entailed in additional buildings, instructors and appliance, and consequently the Board did not feel justified in receiving applicants of whom there were but three. In 1883, however, the resources of the School had increased to such an extent that it was decided to make the venture. Mrs. Cynthia C. Wynn, a teacher of long experience in the Indiana School for the Blind was accordingly engaged, the necessary books and appliances purchased, and the department formally opened with three pupils in attendance—Hugh McCabe, of Clear Creek Co., Jennie Prout, of Jefferson Co., and Roland Griffin, of Pueblo Co. Here, too, divided authority was allowed to show its cloven hoof. Mrs. Wynn was placed in charge independent of the domestic

and deaf departments, and it was not until Mr. Dudley's advent that the reins of the entire educational department were placed in one hand.

At present this department has five teachers including an instructor in vocal and instrumental music and a kindergartner, and an enrollment of forty-eight pupils.

In selecting officers for the year 1884-85 the Board found itself in an extremely trying position. The Superintendent, Mr. Geo. Failor, the spring before, had been arrested on the charge of shooting at a pupil and had chosen to leave the state rather than stand trial. There had been almost constant friction between superintendents and principals from the time of the retirement of Mr. Ralstin in 1880, as may readily be seen in the number of decapitations that had taken place. Messrs. Kinney, McGregor, Downing, and Walker had followed one another in quick succession; the acknowledged success of whom, in other schools of similiar character, leaves us no alternative than the conclusion that their failure here was due to the peculiar conditions existing at the time and not to any lack of capacity in themselves. Even the pupils took sides in the quarrels among the officers and the state of disquiet was such as to seriously retard the real work of the school. These troubles had been made so public by the city and state papers, and also by the papers published in the various schools for the deaf throughout the country, that, at a distance, any position in the school seemed undesirable. There were doubtless several applicants for positions, but none of them seemed entirely eligible, and the Board would probably have been glad to leave the position of superintendent vacant had they not been compelled by the law to have this officer. At a meeting in February Mrs. Anna O. Whitcomb, who had served the school very acceptably as matron and articulation teacher, had been selected to fill out the unexpired term of Mr. Failor and, as she had given satisfaction, it was decided to continue the arrangement. As might have been expected, Mr.

Blattner, the principal, was not at all pleased with the arrangement. The superintendent was his superior officer and was constantly recognized by the Board as such, even, as he thought, to the ignoring of him in matters purely within his province as principal. Of course no self-respecting man could submit tamely to such indignities; so that notwithstanding the fact that a law had already been framed reorganizing the School, in which Mr. Blattner had taken a leading part, and of the further fact that he could have held his place in spite of the Board, as long as he kept strictly within lines of duty, by reason of a contract to that effect, nevertheless the annoyances of the position finally became so unendurable that he decided to retire. One of the conditions of his resignation was that the Board should appoint Mr. D. C. Dudley, who had just resigned the superintendency of the Kentucky School, as his successor. This the Board very cheerfully agreed to do, as they had intended to offer him the superintendency, the summer before, if Mrs. Whitcomb had declined it.

Mr. Dudley entered upon his duties as principal Nov. 18, 1884. Though the school was nominally under dual government, it really passed under a single head at this time, as Mrs. Whitcomb, having tired of the unsought honors that had been thrust upon her, delegated all her powers as superintendent to the principal. Though a change of the law, and probably of the Board, was impending, everybody settled quietly down to work, so that when the contemplated change did occur, the following April, the new Board found it necessary to make but few changes.

The reorganization of the School in 1885 may well be considered a turning point in its history. The imperfect legislation governing it hitherto, by virtue of which it had been under dual government, had been amply proved to be defective and to bar rather than to promote its progress. The best friends of the School, therefore, rejoiced when it was known that the legislature, at the instance of Senator Irving

Howbert of Colorado Springs, had taken the matter in hand and proposed to model it after the most successful schools of the same character in the East.

The bill brought in for this purpose, which afterwards became a law, provided that the Board should consist of five members, instead of three, whose terms of office should expire at different times, so that no more than two new members could be appointed at any one time. The law also specified that the direct management of the School should be vested in a superintendent, who to other qualifications should add that of a thorough knowledge of the methods of teaching the deaf, acquired by actual school-room experience. The superintendent was to nominate his subordinate officers, and was not to be subject to removal during his term of office except for cause.

The gentlemen appointed to constitute the new Board under this law were as follows: Messrs. Daniel Hawks, of Greeley; Henry Bowman, of Idaho Springs; Henri R. Foster, of Denver; Charles E. Noble and A. L. Lawton, of Colorado Springs. Of these gentlemen, Messrs. Hawks and Bowman are still on the Board. This was an ideal Board, consisting as it did of men from the various walks of life and each successful in his particular sphere. Mr. Foster had once been superintendent of a school for the blind for eight years: Col. Bowman was, at the time of his appointment, the wide-awake superintendent of public schools of Clear Creek County; Judge Hawks was a cultivated gentleman of large business interests; Messrs. Lawton and Noble were leading citizens of the city of Colorado Springs, the former in active business and the latter inclining to politics. The Board organized in April, 1885, by the selection of Mr. Foster as President, Mr. Lawton as Secretary, and Mr. Noble as Treasurer. Though Republican in politics, with the sole exception of Mr. Lawton, the Board rose above party in the selection of a Democrat as superintendent—Mr. D. C. Dudley, who had had ten years experience as a

teacher of the deaf in North Carolina and five as superintendent of the Kentucky School for the Deaf, but whose health had forced him to seek the congenial climate of Colorado.

Mr. Dudley entered upon his duties under exceedingly favorable circumstances. The Board was one that had no personal favors to ask nor to grant; the subordinate officers, who had become heartily disgusted with the complications, the bickerings, the jealousies that had arisen under the old law, lent their cheerful assistance to the building up of the school under the new: while the certified success of the superintendent, in other fields, predisposed both the school and the community to bear patiently with him while he worked out the problem of raising his charge to a higher standard.

This was not so easy a task as might be imagined. Those who had controlled the School in the past as a close corporation, filling the offices from superintendent down to foreman of the printing office with members of the family, being thwarted in their designs to get a fresh hold upon the school, did all they could to hamper and harass the superintendent in his work and, if possible, to make his administration a failure. Secondly, the School had been running upon a short allowance of money and had not been able to employ many experienced teachers; nor had it had sufficient funds to provide suitable quarters for the pupils or proper appliances for their instruction. The Board immediately preceding this, were progressive men and had done much towards bettering these appliances, but much still remained to be done.

Without going further into detail, it will suffice to say that the opposition, meeting only with discouragement, finally gave up the struggle; while the increase in the valuation of the property of the State, upon which one-fifth of a mill to the dollar was levied annually for the support of the school, produced a steady enlargement of income, thus providing ways and means for the improvement of the

corps of teachers and the partial providing of apparatus. The mechanical department was also put upon a better basis. The Board, recognizing the necessity for more room, made some effort in this direction, but without any immediate result.

Owing to continued ill health, it now became necessary for Mr. Dudley to retire from the responsible position which he had assumed. The following resolutions by the Board, upon the tendering of his resignation, shows in what regard he was held, as does also the fact that after a year's rest and recuperation he received the appointment to his present position as teacher:

Resolutions:

Whereas, Prof. D. C. Dudley, Superintendent of this Institute, has this day tendered his resignation of that office on account of serious physical disabilities, and whereas we, the trustees, in due regard for our duties to the State and to the unfortunate children of the State whose education and welfare are committed to our care, regretting the cause that has led to this step and recognizing the necessity of relief for Superintendent Dudley, and also the urgent need for close personal supervision of the Institution, have accepted the resignation and desire to record our appreciation of his services, therefore

Resolved, That in Supt. Dudley this Institution has had for more than three years wise, comprehensive, just and successful management; the educational and industrial departments due development and the domestic and home features of the Institution fostering care to that degree that no criticisms have come to us from officers, pupils, employes, or friends of the Institution.

Resolved, That the thanks of the Board are justly due and gladly given to Prof. Dudley for this valuable work accomplished.

Resolved, That we hereby extend to Prof. Dudley and his family our warmest sympathies and assure them of our most earnest wish that he may soon be restored to health, strength, and continued usefulness in his chosen profession.

Signed: HENRI R. FOSTER,
HENRY BOWMAN,
ANDREW L. LAWTON,
WM. F. WILDER,
DANIEL HAWKS.

Fortunately there was a gentleman at hand competent in every particular to fill the vacancy. At the election of teachers, the summer before, the superintendent had recommended, for the first place in the deaf-mute department, Mr. John E. Ray, the present superintendent, with the suggestion that if his own

health should fail, as seemed probable, it would be well to have some one on the ground to succeed him. The Board, seeing the wisdom of the arrangement, promptly made the appointment.

Mr. Ray had had ten years' experience in teaching the deaf in the North Carolina School, in which the blind and deaf are combined as in this school, and hence was better fitted for the place than if his training had occurred in a school exclusively for one class or the other. He also combined with this qualification those no less essential qualities of patient persistence, devotion to his chosen profession, and robust physical health. Entering upon his duties in Sept. 1887 he had ample time to familiarize himself with his surroundings before being called to the superintendency, December 15th following. Neither the Board nor the superintendent had been idle during the three years preceding this change and as a consequence the new superintendent found the outlook altogether hopeful. Nevertheless, it was no suncure that he had taken upon himself. There were pupils to hunt up in the dark corners of the state; there were buildings to erect for their better housing and training; there was a corps of teachers to gather, by the selection of the best that could be obtained from the older schools. All these things stand, to-day, accomplished facts. When Mr. Ray assumed control there were 60 pupils in attendance; now there are 130. There was one building 105x70 feet, used for all purposes except the shops. Now, besides this building, which has been enlarged to double its former dimensions, there is a magnificent school building 65x200 feet and a Girls' Dormitory 45x98 feet both built of stone, in very handsome style, and all heated by steam and lighted by electricity, also a hospital with all modern conveniences. A steam laundry has supplanted stationary wash tubs and the mechanical branches have been rendered more effective, especially as regards the blind. The money to make these improvements has, of course, been given by the state; but much work had to be done before the appropriations were made,

and the brunt of this naturally fell upon the superintendent.

To the uninitiated it may seem a small matter to secure teachers. In the hearing and speaking world the supply seems greater than the demand. It is not so in this profession. True there are many who are willing to learn, (or at least to make the effort,) but the work requires so much more of character than is implied in mere teaching that comparatively few reach a high standard. The few who become really fine teachers, as a rule, are well provided for in some of the larger schools of the East, and are hard to move to the West. Circumstances, however, sometimes combine to make even the best of these change, such as inadequate salaries, political interference, or need of a better climate; and Mr. Ray has been quick to see and as quick to seize the opportunity to improve the grade of his instructors. As a consequence it may safely be said that no school in the country can boast of a more devoted, more competent, more enthusiastic corps of teachers than have been obtained for this School.

Whatever is here said of Mr. Ray reflects equal credit upon the Board which has, as far as possible, shared the labor with him, and in all cases has stood by him nobly in his efforts to promote the efficiency of his charge. Even after severing their connection with the school, they have exhibited a continued and lively interest in its affairs and have done much to contribute to its success. It is thought that the appropriation of \$25,000 before mentioned will place the School in the front rank with those of like character throughout the whole country, both as regards teachers and tools. It requires no prophet to foretell that the Colorado School for the Deaf and the Blind, (which title we soon hope to assume officially), is destined to a glorious career; for given earnest and competent men and women, devoted to their work and aided by the best appliances, and the result of high achievement is sure to follow.

That the future historian may institute a com-

parison the following statement of the present condition of the School may be admitted. The Deaf-mute Department is organized into six regular classes, one of which is an aural class. There is, besides, an articulation class for such pupils as may be benefitted, an art class, and a kindergarten. The Blind Department is organized into three classes, and has, in addition, a music class to which those who are eligible are admitted. Both the deaf and blind have a literary society. The deaf boys are taught printing and carpentry; the blind boys, mattress making and broom making; both the deaf and blind girls, sewing, fancy work and housework.

The Course of Instruction for the deaf is calculated to prepare them for admission into the Preparatory Department of the National Deaf-Mute College at Washington.

By reference to this Course it may be seen that the Colorado School, though small, is well organized and is accomplishing a work which compares favorably with those older and larger. And yet we "count not ourselves to have attained," but press forward toward still greater results, ever recognizing the truth of our State motto, "*Nil Sine Numine.*"

COURSE OF STUDY.

DEAF DEPARTMENT:

First Year:

- LANGUAGE.—Names of objects. Simple verbs—intransitive; transitive, with object. Noun modifiers and possessive case. Personal pronouns.
- PENMANSHIP.—Formation of letters, beginning with the principles and movement.
- ARITHMETIC.—Spell the numbers and write the figures from one to twelve. Teach concretely. Illustrate with objects.

Second Year:

- LANGUAGE.—American Asylum Series, No. 1. Continue action writing from objects used in school room. Lead to original language from occurrences outside of school and in their homes. As an aid, use pictures. Teach direct quotation, infinitive and the potential forms of verbs. Journal writing.
- PENMANSHIP.—Practice on movement and formation of letters.
- ARITHMETIC.—Addition and subtraction, from one to fifteen, illustrated by objects. Concrete work.

Third Year:

- LANGUAGE.—American Asylum Series, No. 2. Action writing, continued. Original sentences and writing from pictures and objects. Journal writing. Questions and answers. Grammatical symbols.
- PENMANSHIP.—Copy-books. Letter writing.
- ARITHMETIC.—Exercises in addition, subtraction and multiplication. Concrete work.

Fourth Year:

- LANGUAGE.—American Asylum Series, No. 3. Journal and story writing. Writing from actions, pictures, words and phrases. Grammatical symbols. Questions and answers.
- PENMANSHIP.—Copy-books and letter writing, continued.
- ARITHMETIC.—Division and review of previous exercises learned. Problems prepared by teacher introduced. Book used as guide.

Fifth Year:

- LANGUAGE.—American Asylum Series, No. 4. Journal and story writing. Original exercises from actions, words, pictures, and phrases. Questions and answers. Grammatical symbols.
- GEOGRAPHY.—Of the Institution grounds and the city.
- PENMANSHIP.—Copy-books and letter writing, continued.
- ARITHMETIC.—Primary Arithmetic, to Compound Numbers. Promiscuous examples introduced, involving judgment.
- DRAWING.—First lessons in drawing.

Sixth Year:

LANGUAGE.—"Talks and Stories." Journal and story writing. Original exercises from actions, words, pictures and phrases. Descriptions of objects. Questions and answers. Grammatical symbols.

GEOGRAPHY.—Monteith's Manual.

PENMANSHIP.—Letter writing.

ARITHMETIC.—Primary Arithmetic, completed.

DRAWING.—Drawing lessons, continued.

Seventh Year:

LANGUAGE.—Reading "Bits of History," and Harper's Third Reader. Original compositions, embodying difficult constructions selected from text books. Journal and story writing. Questions and answers. Grammatical symbols.

HISTORY.—History of the United States, prepared by the teacher. Foster's "Story of the Gospel."

GEOGRAPHY.—Barnes' Complete Geography, to page 69.

PENMANSHIP.—Letter writing.

ARITHMETIC.—Felter's Arithmetic, to page 112.

DRAWING.—Drawing lessons, continued.

Eighth Year:

LANGUAGE.—Reading lessons from Harpers' Fourth Reader, and descriptions. Original compositions from subjects assigned. Journal and story writing. Letter writing. Exercises from difficult constructions in text books. Grammatical symbols.

HISTORY.—Barnes' Brief History of the United States. Foster's "Story of the Gospel."

PHYSIOLOGY.—Blaisdell's "Our Bodies and How We Live," to page 176.

GEOGRAPHY.—Barnes' Complete Geography, completed.

ARITHMETIC.—Felter's Arithmetic, to page 200.

DRAWING.—Drawing lessons, continued, and water colors introduced.

Ninth Year:

LANGUAGE.—Reading Lessons and definitions. Compositions upon assigned subjects. Story and letter writing. Sentences upon difficult constructions in text books.

HISTORY.—Peter Parley's Universal History, to page 238.

PHYSIOLOGY.—Blaisdell's "Our Bodies and How We Live," completed.

ARITHMETIC.—Felter's Arithmetic, to page 314.

GRAMMAR.—Swinton's Language Lessons, to page 60.

DRAWING.—Drawing and water colors, continued.

Tenth Year:

LANGUAGE.—Letter and story writing. Original compositions from assigned subjects. Reading lessons and definitions. Sentences from difficult constructions in text books. Supplementary reading.

HISTORY.—Peter Parley's Universal History, to page 558, used as a reader. Berard's History of England, to Henry VIII.

ARITHMETIC.—Felter's Arithmetic, completed.

GRAMMAR.—Swinton's Language Lessons, completed.

NATURAL HISTORY.—"Familiar Animals and their Wild Kin," and Steele's Zoology, used in reading lessons.

DRAWING.—Drawing and painting, oil colors introduced.

Eleventh Year:

LANGUAGE.—Letter and story writing. Original compositions from assigned subjects. Exercises from difficult constructions in text books.

HISTORY.—Berard's History of England, completed.

ARITHMETIC.—Arithmetic reviewed. Book-keeping, for such as will use it.

GRAMMAR.—Kerl's English Grammar.

NATURAL HISTORY.—Lubbock's "The Beauties of Nature," as supplemental reading.

PHYSICAL GEOGRAPHY.—Houston's Physical Geography, to page 84.

DRAWING.—Drawing and painting.

Twelfth Year:

LANGUAGE.—Reading lessons. Original essays. Reproductions. Exercises from difficult constructions in text books.

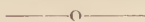
NATURAL PHILOSOPHY.—Steele's Physics.

BOTANY.—Gray's "How Plants Grow."

GEOGRAPHY.—Houston's Physical Geography, completed.

CIVIL GOVERNMENT.—Young's Government Class Book.

DRAWING.—Drawing and painting.



BLIND DEPARTMENT.

Primary Grade—Three Years:

KINDERGARTEN.—Hand work; clay modeling; first two years.

SPELLING.—Three years; from the Readers.

ARITHMETIC.—Three years; to Short Division.

LANGUAGE.—Three years; from the Readers. Blaisdell's Child's Book of Health. Supplementary reading.

LINE READING.—Three years; through Third Reader.

POINT READING.—Second and third years; through Second Reader.

POINT WRITING.—Second and third years.

Intermediate Grade—Three Years:

ARITHMETIC.—Through Denominate Numbers; Ray's Practical.

GEOGRAPHY.—Three years; Barnes' Series.

GRAMMAR.—Three years; Metcalfe and Bright's Language Lessons.

READING.—Three years; through Seventh Reader.

POINT WRITING.—Three years; letter writing.

SPELLING.—Three years; Reed and Kellogg's Word Book.

Grammar Grade—Three Years:

ARITHMETIC.—Three years; Ray's Practical Arithmetic, completed.

UNITED STATES HISTORY.—First two years; Barnes'.

GRAMMAR.—First two years; Harvey's Series.

GEOGRAPHY.—First year; Barnes' Complete.

READING.—Three years; Supplementary.

WRITING.—Three years; from dictation; original compositions.

ETYMOLOGY.—Second year.

GENERAL HISTORY.—Third year; Anderson's.

ELEMENTARY SCIENCE.—Third year; Easy Lessons.

ENGLISH AND AMERICAN LITERATURE.—Third year. Shaw's.

TYPE-WRITING.—Three years.

High School Grade—Three years:

ALGEBRA.—First two years; Robinson's.

GENERAL HISTORY.—First year; Anderson's.

ZOOLOGY.—First year; Steele's.

PHYSICAL GEOGRAPHY.—First year; Maury's; Houston's.

BOTANY.—One-half second year; Gray's "How Plants Grow."

GEOLOGY.—One-half second year; Dana's Geological Stories.

CHEMISTRY.—One-half second year; Steele's.

PHYSIOLOGY.—One-half second year; "Our Bodies and How We Live."

PHYSICS.—Second year; Rolfe and Young's.

CIVIL GOVERNMENT.—Second year; Fiske's.

BRaille POINT READING AND WRITING.—Second and third years.

GEOMETRY.—Third year; Well's Plane Geometry.

POLITICAL ECONOMY.—Third year; Perry's Introduction.

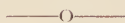
MENTAL PHILOSOPHY.—Third year; Loomis'.

MORAL PHILOSOPHY.—Third year; Supplementary reading.

RHETORIC, LOGIC AND HIGHER ENGLISH.—Third year; Hill's.

RECITATIONS AND COMPOSITIONS.—Through the whole course.

MUSIC.—Vocal and Instrumental Music throughout the course.

*Publications:*

"The Deaf-Mute Index," January 31, 1875–September 1, 1889.

"The Colorado Index," September 1, 1889,.....

Course of Study for the Deaf, September 1, 1889.

Course of study for the Blind, January 1, 1893.

Biennial Report of the School, January 1, 1893.

History of the School, March 1, 1893.

Proceedings of Superintendents' Conference, 1893.

Enrollment by years; Deaf Department.

The School opened April 8, 1874, with 7 pupils present.

| SESSION. | ENROLLED | TOTAL ENROLLED TO DATE | NEW PUPILS. |
|----------|----------|---------------------------|-------------|
| 1874-75 | 13 | 13 | 13 |
| 1875-76 | 18 | 20 | 7 |
| 1876-77 | 21 | 24 | 4 |
| 1877-78 | 25 | 29 | 5 |
| 1878-79 | 27 | 34 | 5 |
| 1879-80 | 30 | 40 | 6 |
| 1880-81 | 38 | 49 | 9 |
| 1881-82 | 39 | 55 | 6 |
| 1882-83 | 40 | 64 | 9 |
| 1883-84 | 42 | 71 | 7 |
| 1884-85 | 38 | 74 | 3 |
| 1885-86 | 39 | 81 | 7 |
| 1886-87 | 43 | 86 | 5 |
| 1887-88 | 49 | 90 | 4 |
| 1888-89 | 62 | 109 | 19 |
| 1889-90 | 75 | 131 | 22 |
| 1890-91 | 80 | 142 | 11 |
| 1891-92 | 85 | 159 | 17 |
| 1892-93 | 83 | 180 | 21 |

Blind Department.

This Department was opened in September, 1883, with 3 pupils present.

| | | | |
|---------|----|----|----|
| 1883-84 | 10 | 10 | 10 |
| 1884-85 | 10 | 12 | 2 |
| 1885-86 | 19 | 23 | 11 |
| 1886-87 | 20 | 26 | 3 |
| 1887-88 | 18 | 27 | 1 |
| 1888-89 | 28 | 37 | 10 |
| 1889-90 | 33 | 45 | 8 |
| 1890-91 | 42 | 58 | 13 |
| 1891-92 | 48 | 69 | 11 |
| 1892-93 | 47 | 77 | 8 |

Enrollment to date—deaf, 180; blind, 77; total, 257.

Of the 180 deaf children, 47 were born deaf; unknown, 21; became deaf at 2 years of age or under, 61; at 5, or under, 35; at 10, or under, 12; at 15, or under, 2; over 15, 2.

Societies:

Pike's Peak Literary, E. C. Campbell, President, September, 1885—June, 1888.

Temperance Society, E. C. Campbell, President, September, 1886—June 1888.

En Avant Literary, Organized by John E. Ray, Superintendent, October 1, 1891. Officers January 1, 1893, John E. Ray, Moderator; G. W. Veditz, President; Sadie M. Young, Vice-President; Bessie Bigler, Secretary; Maggie Turner, Treasurer; J. A. Tillinghast, Critic.

Causes of Deafness:

Congenital, 47; Unknown, 22; Scarlet Fever, 17; Spinal Meningitis, 16; Cold, 11; Brain Fever, 9; Eruption, 7; Typhoid Fever, 6; Whooping Cough, 6; Measles, 6; Catarrh, 5; Teething, 4; Fall, 4; Spasms, 3; Pneumonia, 3; Fever, 3; Diphtheria, 3; Scarlet Fever and Meningitis, 2; Paralysis, 1; Throat Disease, 1; Sunstroke, 1; Muscular Rheumatism, 1; Diphtheria and Meningitis, 1; Impure blood, 1.

Places of Birth.

In Colorado 65; Unknown 30; Illinois 11; Kansas 10; Iowa 8; Ohio 5; Missouri 5; Utah 5; New York 4; England 3; Nebraska 3; Minnesota 3; Wisconsin 3; Pennsylvania 3; Denmark 3; Scotland 2; Indiana 2; Wyoming 2; Kentucky 2; Texas 2; Michigan 1; Norway 1; Mississippi 1; Florida 1; Canada 1; Sweden 1; Prussia 1; New Mexico 1; Georgia 1.

Of the 77 blind children enrolled, 11 were born blind; unknown 13; became blind at 2 years of age, or under, 14; at 5 or under, 16; at 10, or under, 10; at 15, or under, 5; over 15, 8.

Causes of Blindness.

Congenital 11; Unknown 10; Inflammation 11; Small Pox 6; Measles 5; Cold 5; Spinal Meningitis 4; Scarlet Fever 2; Powder Explosion 2; Fall 2; Scrofula 2; Scissors Cut 2; Ashes blown into the eyes 1; St. Vitus' dance 1; Fever 1; Lifting 1; Pitch Fork stuck in 1; Snow blind 1; Struck by snow ball 1; Stuck fork in 1; Knife cut 1; Glass cut 1; Bone cut 1; Atrophy 1; Stigmatism 1; Spinal Fever 1; Medicine 1.

Places of Birth.

In Colorado 22; Ohio 8; Kansas 7; unknown 6; Indiana 4; Missouri 4; Iowa 4; Illinois 2; Nebraska 2; Wyoming 2; Scotland 2; Mississippi 1; Wales 1; Pennsylvania 1; New Mexico 1; New England 1; Wisconsin 1; Michigan 1; Canada 1; England 1; Idaho 1; Utah 1; Sweden 1; Denmark 1.

Kinship.

The parents of six of our deaf pupils were related before marriage. One child has deaf parents. Twenty-six have some deaf relatives.

Not one of the blind pupils has blind parents. Eight of them have blind relatives.

Addendum:

The "H. H. Literary Society" was organized for the Blind Department March 16th, 1892, by John E. Ray, when the following officers were elected: John E. Ray, ex-officio, Moderator; Hugh McCabe, President; Ira Gilbert, Vice-President; Daisy Brunk, Secretary, Bruce Adamson, Treasurer; Miss M. E. Churchman, Critic. The present officers, (March 16th, 1894) are John E. Ray, Moderator and President; Miss Jessie Baker, Vice-President; Miss M. P. Wright, Secretary; Mr. F. H. Mauning, Treasurer; Miss Harriet Rees, Critic.

APPENDIX.

*Character of the School, Etc.*

This School, which was established in 1874, is supported by the State for the purpose of educating its deaf and blind children, who by their misfortune cannot be instructed in the schools for children possessing all their faculties. The institution has fulfilled its mission when it has educated these children to an extent equal to that attained by children of normal faculties through the instrumentality of the public schools of the State. To accomplish this end much time and patience need to be exercised by trained specialists in these particular fields of instruction, and buildings provided in which the pupils may be assembled from their homes in various parts of the State, in order to receive such instruction at a minimum expense. The State of Colorado is abreast with her sister States in provision for this branch of her educational system, and by law has had buildings erected and equipped and provided for the support of the deaf and the blind at this institution. The general management is under the control of a board of trustees, five in number, residents of the State. The administration of the affairs of the School is intrusted to competent and experienced officers and teachers, who are familiar with the methods employed in instructing the deaf and the blind.

Terms of Admission.

All deaf and blind persons, of sound mind and body, between the ages of six and twenty-two years, actual residents of Colorado, are entitled to admission to the institution free of charge. This includes all those whose hearing or sight is so impaired as to prevent them from obtaining an education in the public schools. Of necessity the board and washing

of pupils, with books and apparatus used in teaching, are also furnished free of charge. In cases of absolute poverty, the respective counties assume the expense of traveling and clothing.

Sessions.

The School opens on the first Wednesday of September and closes on the first Wednesday of the following June of each year; thus giving the pupils nine months at school and three months at home each year.

Trades.

It is the aim of the School so to educate the pupils partaking of its benefits that they may, on finishing the course, be able not only to communicate intelligently with persons with whom they are thrown, but successfully to follow some certain branch of handicraft as well. The trades of printing, carpentry, baking, broom-making, mattress-making, piano tuning and cane-seating are now taught, and other trades will be introduced as soon as the means at hand will permit. The girls are instructed in dress-making, hammock-weaving, needle work, and general housekeeping.

General Remarks.

The School for the Deaf and the Blind of Colorado is an educational institution, and for this purpose it is equipped and officered. This fact should be borne in mind and the idea that it is an asylum, or hospital, for afflicted children who are burdens to their parents and friends, should be eradicated from the public mind.

Promptness in coming at the opening of the school term must be insisted upon, especially with pupils who have before been in attendance and are familiar with the rules of the school. Pupils who are not present by the 15th of September will not be received, unless satisfactory reasons for delay are furnished the superintendent. If it is impossible to come at the time of opening, the superintendent

should be notified of the cause and of the time when the arrival may be expected.

Any person knowing of deaf or blind children in the State who have not yet attended the school, would confer a great favor upon them by notifying the undersigned of their postoffice address, or by making personal explanation of the work and objects of the school to them. The superintendent can, upon application, secure half rates over the railroads for pupils, but not for their attendants.

All are cordially invited at any time to inspect the school and its work, but parents and friends of the pupils must not expect entertainment at the school, since the room will not justify nor permit it.

All communications addressed to the undersigned will receive prompt attention.

JOHN E. RAY,
Superintendent.

BY-LAWS.



OFFICERS OF THE INSTITUTE.

1. The officers of the institute shall be a superintendent, matron, teachers in the educational and mechanical departments, and such other employes as may be necessary. The appointment of said officers and fixing of their salaries, with the exception of the superintendent, shall occur annually at the regular meeting in June, and their term of office shall be for one year from the beginning of the school year in September following. They may be removed at any time, however, for incompetency, inefficiency or neglect of duty.

2. It shall be the duty of the secretary of the board to notify the officers and teachers of their appointment, and the duty of the officers so notified to inform the secretary, in writing, whether or not they accept the same. Any one not so accepting the position offered within one month after the notification shall be regarded as rejecting it.

3. The families of officers living in the institution shall be subject to the rules and regulations thereof.

DUTIES OF THE SUPERINTENDENT.

1. The superintendent shall be skilled in the use of the sign language and well acquainted, by actual experience in teaching, with the different methods of deaf-mute education.

2. He shall reside in the institution and have supervision and control of the pupils, and all other persons in the institution, subject to the regulations of the board of trustees.

3. He shall, from time to time, give to all persons employed at the institution such instructions as he shall deem best adapted to carry into full operation all the rules and regulations of the same, and

shall cause such rules and regulations to be strictly and faithfully executed.

4. He shall stand in place of father to the pupils, counselling them in respect to their conduct, and paying that attention to their physical, intellectual and moral well-being which, under other circumstances, would devolve upon their parents.

5. He shall pay especial attention to the instruction of the pupils, and by frequent visits to the school rooms and conversation with the teachers so direct the course of instruction that all may be working toward a common end and in harmony each with the other. He is expected to conduct all the chapel exercises of the deaf-pupils.

6. He shall have power, temporarily, to suspend a pupil of the Institution, whenever he may deem it necessary for the maintenance of discipline, and he shall promptly report all such cases of suspension to the President of the Board, at the next regular meeting, to take such action in the case as they may deem advisable. He is empowered to return home any deaf, or blind, child who has been admitted into the Institution whose physical condition is such as to require constant care, or whose mental condition is such that said child, in his judgment, cannot be benefitted by a longer stay in the Institution; and he is authorized to decline to admit any child, deaf or blind, who is not possessed of sound mind and body, and consequently not capable of being educated. Provided that the return of such child, on account of physical, or mental incapacity, shall be made in accordance with a certificate of the Physician of the Institution to that effect.

7. He shall have the general superintendency of the Institution buildings and grounds and keep the same in order.

8. It shall be his duty, in consultation with the teachers, to classify the pupils, assign the classes to their respective teachers, and to fix upon such a

course of study as may be completed in the time allowed, and which, when completed shall be in accord with the design of the State in erecting and supporting such a school.

9. He shall keep a register of all pupils, showing name, age, date of reception, name of parent or guardian and residence, together with the cause of deafness and any other facts he may be able to obtain and deem of value.

10. He shall be accountable for the careful keeping and economical use of all the furniture, stores and other articles provided for the Institution, and shall keep an account of all disbursements for the same, which shall be open to the inspection of the Board at all times. He shall also keep a strict account of all collections made in behalf of the Institution and turn over the same bi-monthly to the treasurer, taking his receipt therefor.

11. At the regular meeting of the board, in December, he shall report the expenses for support of the Institution during the year, the number of pupils received and dismissed, and the cost, per capita, of caring for the same. He shall report, in writing, the general condition of the Institution whenever required to do so by the board.

12. He shall see that all communications addressed to him in his official capacity are promptly answered, and all reasonable satisfaction afforded the relatives and friends of the pupils as to the condition of their health and progress in learning. He shall preserve copies of his official correspondence.

DUTIES OF THE MATRON.

1. The matron shall devote her whole time to the Institution and shall have charge of the domestic affairs thereof, the general control of the female pupils when out of school, and the management of the servants in her department, subject to the direction and control of the superintendent and these by-laws.

2. She shall endeavor to take the place of a mother to the girls, giving them that instruction in lady-like deportment which their misfortune prevents their acquiring from other sources.

3. She shall inculcate neatness of person and dress, and see that they are clothed according to the season.

4. She shall see that the girls perform such domestic duties as are assigned them, and report any neglect of the same, which she can not regulate, to the superintendent.

5. It shall be her duty to throw every safeguard around the girls by separating them from the company of the male pupils, employes, visitors and any one else whom she can not trust, except on such occasions as they are brought together under proper supervision. She may prescribe rules for the regulation of pupils and servants in matters connected with her duties. Before retiring at night, it shall be her duty to know that all are in their places, securely locked in for the night.

6. It is her duty to pay especial attention to the sick pupils as regards the administration of medicine and food, and see that the instructions of the physician are faithfully followed. If it becomes necessary, she will call on the superintendent for a nurse to assist her.

7. She shall see that the various apartments of the buildings are kept in order and the bedding clean and neat.

8. She shall also have supervision of the kitchen and see that the meals are on time, and that the food is properly prepared and of sufficient quantity.

DUTIES OF THE TEACHERS.

1. It shall be the duty of the teachers to instruct faithfully and earnestly the classes assigned them by the superintendent, and not to allow any other business interest to conflict with the full performance of their obligations to the Institution.

2. They are expected to be in their school-rooms at the close of the morning lectures and recesses, and receive the pupils when they arrive, thus inculcating habits of promptness and industry so essential to success.

3. The teachers are not to consider their duties ended at the close of the hours allotted to the intellectual development of the pupils, but, in school and out, by precept and example, to instil into them such principles as will tend to elevate them to a high plane of moral rectitude and to remove, in a large degree, the burden which their affliction imposes.

4. Their treatment of the pupils shall be uniformly kind and their government that of moral suasion rather than force. Cases that can not be so controlled will be reported to the superintendent. In no case shall corporal punishment be administered by any officer except the superintendent, and whenever he shall find himself compelled to so punish a pupil he shall perform the duty in the presence of some other officer.

5. The teachers shall alternate in taking a week "in charge," during which they shall supervise the study of the pupils. The lady teachers shall also take turns in accompanying the girls shopping, according to directions of the superintendent.

THE FOREMEN IN THE MECHANICAL DEPARTMENT.

1. The foremen in the mechanical department (including seamstress) are required to devote their whole time to the Institution.

2. They are expected, as far as possible, to make their respective departments self-sustaining, and to this end are required to work themselves at all times when the instruction of their pupils does not interfere.

3. If work in their respective departments becomes slack, they will be expected to labor in any other direction which will be for the interest of the institution.

4. It shall be their duty to endeavor to so instruct the pupils under their care that they may be able to support themselves by their trade when their connection with the Institution ceases.

5. They shall, in no case, be allowed to administer punishment to the pupils, but shall report all misdemeanors to the superintendent.

GENERAL RULES.

The officers are required to treat each other with becoming courtesy and respect, and to carefully abstain from intruding the one upon the domain of the other. They are to avoid criticising each other's work to any one except the superintendent, and to him only when the interests of the Institution are suffering, or their own duties hindered by the neglect or inefficiency of some other officer; and all subordinates shall render strict obedience to the order of the superintendent.

No officer is allowed to leave his post of duty without proper authority for doing so. The subordinate officers must have the consent of the superintendent; and himself, when desiring to be absent over twenty-four hours, must have the sanction of the resident members of the board.

Inasmuch as, in fixing the salaries of the resident officers, the board does not take into account the expense of boarding their visitors, it is expected that said officers will be careful not to abuse their privilege. No teacher, or officer, elected by the school year, shall be allowed to remain in the Institute during the vacation, nor any part thereof.

It shall be the duty of every officer having a visitor, when said visitor shall leave, to hand in the time of visit to the superintendent, who will enter an account with each one and report the same to the Board.

OF THE PUPILS.

1. It shall be the duty of the pupils to implicitly obey the rules of the school, and to render respect-

ful obedience to their teachers, both in the educational and industrial departments.

2. They shall not leave the premises without the consent of the superintendent or matron.

3. They shall cheerfully perform all reasonable tasks assigned to them in housekeeping or the industrial department, and thus contribute what little they can to aid the State in their support.

4. The children of parents resident in the city may be permitted to visit their homes from Saturday noon till Sunday afternoon at 5 o'clock.

OF THE PARENTS.

1. It is expected of the parents of the pupils that they will carefully abstain from interference with institution matters, and will encourage their children to observe all the rules and regulations of the school.

2. They are expected to entrust them entirely while in the school to the care of the officers, both as to how they shall be classified and what studies they shall pursue. It shall also be left to the wisdom of the officers to prescribe their industrial training.

3. If they have complaints against any officer of the school, it shall be their duty to lay the same before the Board, that it may be properly investigated.

4. After a pupil has been entered, he or she can, in no case, be withdrawn from the school before the close of the session, except by the consent of the Board; and if pupils are so withdrawn, without the Board's consent, they thereby forfeit their rights to the privileges of the school.

5. They shall, if possible, have their children vaccinated before entering them as pupils.

They are urged to send their children to the school promptly at the beginning of each school year, and such children as are not entered—except for such reasons as are regarded valid by the super-

intendent—before the 15th of September of each year, shall be denied admission until the opening of the next school year.

OF TRAVELERS.

1. Deaf or blind people, travelling through the country, will not be allowed to make the Institute a convenient stopping place. The superintendent is strictly forbidden to give lodging to such persons, as he might thereby allow improper influences to be brought to bear upon the pupils.

The foregoing rules and by-laws are expected to set forth the more obvious duties of the respective officers. They cannot, of course, cover every case that will arise. Whatever is deficient may be remedied by every officer's exercising a spirit of interest in the welfare of the pupils, and a desire for, and willingness to labor for the fullest success possible to the Institution in all its departments, bearing in mind that the Institution is established solely for the benefit of the pupils.

OF AMENDMENTS.

Any by-law may be amended or repealed, or new ones adopted at any regular meeting of the Board.

